

Helpful Hints for Conducting Scoring Sessions

Note: These ideas are not mandated and are only intended to provide cluster leaders with some helpful ideas for organizing and conducting scoring sessions. Cluster leaders should only consider using a suggestion if they think it might work for them and their scoring teams.

Suggestion 1

Color code folders (by using colored “dot stickers”) for teachers who were “primarily responsible” for the completion of those portfolios.

Goal: to easily identify teachers who were “primarily responsible,” so that those teachers know not to score those portfolios during the scoring session.

Process: assign each teacher who has been “primarily responsible” for a set of portfolios a colored “dot” sticker (e.g., Mrs. Smith=green; Mr. Meadows=red, etc.) Place the dot stickers in the top or bottom left corner of the folder (Portfolio ID labels are usually on the top right and reader labels [**Suggestion 3**] will be on bottom right). You could use another corner or spot, but the top or bottom left will lead into **Suggestion 2** working for you.

Advantage: Teachers will know that if they see their colored dot on the folder, they should not score that portfolio.

Possible drawbacks: Sometimes, if there are very few teachers “primarily responsible” this may not work. If there are only two teachers “primarily responsible,” for example, and one teacher is the AP teacher, all of a sudden, scorers know the yellow dots are AP students. Sometimes this leads to a bias issue.

****Variation on this idea—**you could also use colored pocket folders as your portfolio folders and color code the same way. Scorers would be none the wiser unless you informed them of your code.

Suggestion 2

Once all colored dots have been placed on the portfolios, put the portfolios in alphabetical order (dots will now be mixed most likely). Once in order, number the folders consecutively writing the appropriate number inside the dot.

Goal: to be able to easily reassemble your portfolios in alphabetical order after scoring. SSIDs will not necessarily be numerical and are 10 digits.

Process: Number the dots consecutively.

Advantages: When trying to organize portfolios during or after scoring (after they have been likely taken out of order), it will be easier to get them back into order without referring to 10 digit SSIDs that may not be numerical. When you place all of these folders back in the file cabinet or box for storage, if you've placed the dots on the top or bottom left, you will be able to easily see those numbers as you flip through the folders after they are filed. If you have to locate a particular portfolio quickly, this may be quite helpful.

Potential drawbacks: none I can think of.

Suggestion 3

Create reader labels.

Goal: Scorers can easily identify which portfolios they have read during round one, so they don't pick up that portfolio to read during round two.

Process: Create labels on which readers can indicate their scorer number. That way, the scorer knows not to pick up a folder for a second read if he/she sees his/her number as the first reader.

Use the sample I've made and print labels from your computer, or make up a label with a place for the first, second, and (potential) third reader to write his/her number.

Since the portfolio ID label is usually in the top right, place this one on the bottom right corner.

Advantages: No confusion about who has read which portfolio.

Potential drawbacks: none unless you have so few scorers that everyone knows Reader # 4 is Mr. Smith, for example. The numbers help keep the scorer anonymity, but if you have very few scorers, it might not work as well.

Suggestion 4

Color code score report forms.

Goal: to keep up with the score report forms for round one, round two, and potential round threes.

Process: copy enough score report forms for round one on one color paper; copy enough score report forms for round two on another color of paper. Copy $\frac{1}{4}$ (or so) as many on a third color for third round scores (Hopefully, you will not have many third round reads).

Advantages: If all score report forms are on white (or one color paper), it will be more difficult to tell which was a first read and which was a second read (and, possibly third). If you color code, you can see at a glance which round the scores came from.

Disadvantages: none—just the cost of colored paper

Suggestion 5

Color code and “pre-organize” quality control records

Goal: to keep record keeping organized, color code quality control records to keep them separated from score report forms and accumulation forms. Your accumulation forms might be in another color for easy organization.

Process: Before copying anything, fill out a master quality control record with the grade level quality control scoring data for all three portfolios. Go ahead and write in the portfolio number, category, piece, pre-assigned scores, etc. on the record. **Then,** copy enough quality control records (one per scorer) on a particular color of paper. Write in scorers names. Then, alphabetize and keep on a clipboard for easy reference during scoring.

Advantages: You won’t have to write all the pre-determined scoring data on each scorer’s sheet individually (saving lots of time). You will only have to write down the scorers’ scores as they complete quality controls. Using another color paper might help differentiate from all the white paper likely to be on your table.

Potential disadvantages: none!

Suggestion 6

Color code table reader records the same way (as in Suggestion 5) if you are using the table leader structure

Suggestion 7

If you have a large scoring team and have to keep up with lots of records, have several other people help you with some tasks. For example. . .

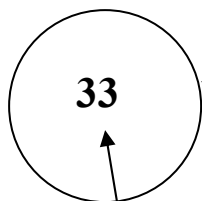
Cluster leader—keeps accumulation forms as score report forms come in

Helper #1—records quality control data

Helpers #2, 3, etc.—help manage portfolios. These helpers could distribute round one and round two portfolios as needed. They could be “runners” to pick up finished portfolios to bring to you to record on the accumulation forms. They would redirect portfolios to the stack for a second round as soon as the first round is completed. They could create a pile of portfolios that need a third read and direct them to scorers at the appropriate time.

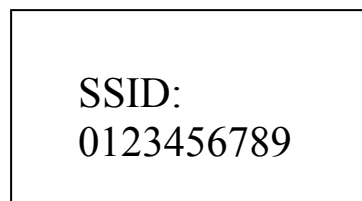
NOTE: Anyone helping with scoring or record-keeping should be through the Code of Ethics training and should have signed the Code of Ethics for Assessment after the training at the beginning of the year. If the helpers are scoring also, they must have completed scoring training.

Thanks to all the cluster leaders who offered suggestions and tried and true ideas during cluster leader trainings. We hope these suggestions help your scoring sessions run smoothly.



Dot sticker to identify teacher
“primarily responsible”

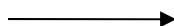
Number that corresponds to
alphabetical order of
portfolios



SSID label from DAC

Sample

Label created to identify
reader numbers of
rounds one, two, and
possibly three



| | |
|----------|-------|
| Reader 1 | _____ |
| Reader 2 | _____ |
| Reader 3 | _____ |